

**Online Publication Date: 1<sup>st</sup> August 2012**  
**Publisher: Asian Economic and Social Society**



**Perceptions of the Stakeholders towards the Use of Corporal Punishment in Zimbabwean Schools: A Case Study of Bulawayo**

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**Citation:** P. Makwanya, W. Moyo, T. Nyenya (2012) "Perceptions of the Stakeholders towards the Use of Corporal Punishment in Zimbabwean Schools: A Case Study of Bulawayo" International Journal of Asian Social Science Vol. 2, No. 8, pp. 1231-1239.



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**Perceptions of the Stakeholders towards the Use of Corporal Punishment in Zimbabwean Schools: A Case Study of Bulawayo**

**Abstract**

This article analyzed the views of the stakeholders towards the administration of corporal punishment in Zimbabwean schools, with Bulawayo as a Case Study. The use of corporal punishment may pose both negative and positive effects in the Zimbabwean education system whereas the complete negation of corporal punishment has its own detrimental and positive effects as well. In rigorous efforts to establish child friendly schools in Zimbabwe, where children are seen as stakeholders as well as linking their vision with teachers in schools developments, this research was carried out against the notion of ‘spare the rod and spoil the child’ in order to come up with the right formulae of instilling discipline to school children. The methodology was qualitative in nature while the research design is a case study. Research tools and techniques such as questionnaires and interviews were administered to selected school children, teachers, education officials, human rights groups, policy makers, child protection groups and parents in order to solicit for their views on corporal punishment. The results indicated that although most of the stakeholders do not support the use of corporal punishment in schools, they appear to agree that, for troublesome and uncounsellable children, it can be used as a last resort. Document analysis was carried out on newspapers and circulars containing the ministry of education rules and regulations on corporal punishment in line with the international conventions on the rights of children. It was also established that the teachers need to be trained on how to handle corporal punishment issues, while children, child protection groups, parents and human rights groups were urged to view teachers without suspicions, just like stakeholders contributing to mould a better child.

**Keywords:** Punishment, Corporal Punishment, Discipline, Human Rights, Violence

**Introduction**

Corporal punishment is a highly debatable subject and an emotional issue around the world. It has proved to be the elusive link on the disciplinary ladder mainly because it has been tolerated the world over since time immemorial. While a lot of evolutionary and revolutionary changes that affect human lives have taken place through the passage of time, corporal punishment has refused to die as people appear to have accepted it as a better method of instilling discipline. The other problem is that corporal punishment is largely

misunderstood by a wide range of communities as it is taken as a rehabilitative, remedial or corrective measure to errant and way ward behavior by school children rather than discipline or violence.

The other complex nature of corporal punishment which has become the ‘teachers’ Achilles hill’ is that teachers view discipline and education as largely inseparable and intertwined. Save the Children (2003) views corporal punishment as the use of physical force for control or discipline, for correcting or changing behavior, or for educating or bringing

up a child. Due to its continued and repetitive use, corporal punishment has been taken as part and parcel of human life and as such people hardly see it as a form of violence. Straus & Mouradian (1998) as cited by Shumba (2003a) view corporal punishment as referring to intentional application of pain as a method of changing behavior and involves such methods as hitting, slapping, spanking, punching, kicking, shaking using various objects such as belts, wooden paddles, electric cords or others (Grossman and Riveira 1995). There is also the issue of incompatible terms like 'discipline' and 'punishment' which make the whole situation complex. Discipline is part of the process of educating and in order for discipline to be held, there is need for some punishment in education (Atkinson 1988) while Peters (1973) views punishment as involving the intentional infliction of pain or something unpleasant on someone who has committed such a breach of rules. The pain also must be inflicted by someone in authority, mandated to do so by the law. Therefore it must not be a free for all and take all type of scenario. There are rules and statutory instruments to regulate this undertaking.

Discipline and education are seen as complementary, as according to psychologists' view that learning is a permanent change of behavior. Some teachers always assume that children need to be disciplined for them to learn. This is where they largely miss the point as punishment cannot be used to uplift the ability standards. Learning is a highly interactive affair, which is reciprocal in nature as teachers and students are stakeholders and fellow travelers in the journey of learning, therefore they need each other. Atkinson (1988) believes that there must be active cooperation between the teacher and the students. Although there are several myths and beliefs about the use of corporal punishment, most teachers would want to believe that it works to make the learning process governable. The progressivists, as cited by John (1996) argue that, physical punishment of children has no place in the educational environment. Searle (1992) as cited in John (1996) points out that, it is clear that without regulations prohibiting the use of corporal punishment, children in school settings will not be adequately protected. In this view,

despite children's truancy, as children, regardless of their behavior, they still need help and guidance from the teachers. Teaching is not in the job but in the personality and parents should be able to see not an individual but a teacher in a teacher.

### **Corporal Punishment in Zimbabwean Schools**

Corporal punishment in Zimbabwe has some historical spill-overs that still have some remnants and relics even up to this day. The government of the day was a violent one hence it was violence everywhere, in farms, mines, and factories and in schools canning was the order of the day. There was no reason behind whipping of children but it was to be done and as a result teachers were not answerable to anyone when it came to beating children. One other bone of contention is that, when the colonial government unfolded some of its relics, attitudes and behaviors are still in practice so it becomes difficult to address issues of corporal punishment in Zimbabwean schools without taking into account some colonial practices that are still in force. For example the straps or canes that were used by the colonial government are still used today. The headmaster still uses that bamboo strip which affects the skin. In this view, it is the system that changed but not the behavior. Therefore, how much have teachers improved from the behavior of yester year to the expected behavior of today despite the presence of new laws and statutory instruments that govern the issue of corporal punishment in schools. On the parental side, how much violence inflicted on them by the colonial government is no longer influencing their handling of children at home. If these teachers beat their children at home, they will continue with the same behavior at school and if children experience violence at home then they will be conditioned to the ways that promote violence even at school as violence begets' violence. As a result this becomes an intricate web of violence.

This is the violent hangover in which Zimbabwean schools are currently experiencing. Currently the Zimbabwean education system uses the Secretary of

Education, Statutory Instrument No. 362 (Disciplinary Powers) Regulations, 1998. This instrument instructs heads of schools to strictly follow laid-down procedures and use it only as the very last resort.

- Corporal punishment may only be inflicted in cases of insubordination, indecency or other offences like gravity.

- In terms of Statutory Instrument 362 of 1998, no girl shall be subjected to corporal punishment.

Where corporal punishment has to be resorted to, the following guidelines have to be followed:

- It shall only be applied by the Head of the school.

- A head can delegate the administration of corporal punishment to any one of the senior teachers.

- If delegated as above, it must be carried out in the presence of the Head.

- Superintendents/housemasters can apply corporal punishment in their own hostels where authority has been delegated to them by the Head.

- Corporal punishment at all schools shall be inflicted on the buttocks with a suitable strap, cane or smooth light switch.

### **Register**

A register of all cases of corporal punishment inflicted shall be kept in the school's log book and it should show:

- Name of pupil to whom corporal punishment has been administered;

- Date and nature of offence;

- Date and nature of punishment inflicted

- Name of officer who administered corporal punishment

- Name and signature of witness

- Number of strokes given

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Despite these requirements, the debate on whether to continue or not with corporal punishment in Zimbabwean schools continues to rage. From the researches recently carried out, it appears stakeholders are failing to reach a common understanding. Chemhuru (2010) carried out a research on: Revisiting the place of punishment in Zimbabwe's primary and

secondary school formal education system; while Shumba et al (2009) carried out a research on: Corporal punishment in Zimbabwean schools: Ateology and Challenges; and While their perspectives proved to be helpful, they did not spread their research to cover the views of all the stakeholders concerned about the use of corporal punishment in Zimbabwe. Their focus was narrowed to schools only without considering other stakeholders like Children Support groups, Parents, Child Legal Centers, Policy makers and the media. This research (Perceptions of the stakeholders towards the use of corporal punishment in Zimbabwean schools: A Case Study) is broader as it takes into account all these important stakeholders.

As all these research efforts by Zimbabwean intellectuals continue to be demonstrated, even as we speak, children continue to be beaten in Zimbabwean schools despite the availability of the Statutory Instrument No. 362 of 1998, Education (Disciplinary Powers) Regulations, 1998. That is why it is important to analyze the collective views of all stakeholders concerned with the welfare of the child in the Zimbabwean educational landscape.

### **Methodology**

A questionnaire was administered to a selected sample of 250 form two secondary school children from ten different schools in the city. One hundred (100), working parents from different sectors in the city were interviewed. Fifty (50) teachers from the same number of urban secondary schools were also interviewed and their ten (10) headmasters together with five (5) Ministry of education officials were interviewed.

The other very important stakeholders who were interviewed are three (3) Coordinators of Child protection organizations in the city, namely Justice for Children Trust, Child line Zimbabwe, and Thuthuka.

### **250 Administered Questionnaires to School Children**

The age group of these children (boys and girls) is 13 and 14. They are all in Form 2. This level of students was chosen because, unlike form ones (1), they are less nervous and a bit settled

and objective in terms of their assessment of teachers. The following were their collective responses:

- i) Beaten for being disruptive and playful during lessons – 20 students = 8%
- ii) Beaten for coming late and bunking lectures – 45 students = 18%
- iii) Beaten because teachers are cruel and they want to be feared – 98 students = 39.2%
- iv) Beaten as teachers want to be treated as parents – 60 students = 24%
- v) Beaten for bullying and copying home work – 47 students = 18.8%

A surface analysis of the above responses by the majority of the students (39.2%), shows that students are not in the dark when they are beaten, they know why teachers beat them but a deeper analysis reveals that teachers need to do much better by summoning some regulatory techniques such as simply talking, counseling and sometimes being firm without reaching for the stick. Sometimes teachers try to justify their actions by wanting their students to reform at the end but each case needs to be examined according to its situation or context, merits and demerits. Peters' (1966) argues that, it is desirable to arrange the conditions of punishment in such a way that there is some possibility of a person being reformed while being punished. This comes as a result of the psychologists' widely held view that learning or education leads to a permanent change of behavior, which in itself is a form of reform. As the teachers would want to have a greater share of control over their attempts to discipline the children they teach, they should not forget that, aspects about urban secondary school children are that they are in a kind of setting where they read much about issues of abuse, hear about abuse, taught about their rights by human rights groups and they stay with parents who are well informed about issues concerning abuse and human rights. These are the parents who are quick to react no matter how insignificant or significant the issue is. These students also watch films on abuse and in the case of Zimbabwe; they join Girl Child Empowerment Clubs or Padare's (Men's forum), (Betty Makoni, 2000).

Other responses by the students show that, despite their misgivings, teachers need to be accountable by demonstrating their state of

maturity by not shouting abusive language to the students and also to apologize when they are expected to do so in order lead by example.

### **Interviews with Child Support Groups**

#### **Justice for Children Trust**

In a wide ranging interview with the Programme Officer for Justice Children Trust, the interviewee emphasized on protecting the child, first and foremost as well as using the law to protect the rights of children. The Programme Officer also emphasized on protecting the children in conjunction with internationally recognized legal instruments like the United Nations Convention on the Rights of the Child ( UN General Assembly, 1989) which outlaws the use of corporal punishment in schools. Zimbabwe is a signatory to this and ratified it in 1992, UNICEF as well as the Statutory Instrument No.362 of 1998 from the Ministry of Education, in the case of Zimbabwe. The Programme Officer stressed that they were solely for the justice of children and any matter of child abuse, if the schools do not cooperate, they will report them to the police. She ended up by saying that, they were not advocating for the establishment of an unruly, wild child and a lawless school environment hence she said, "As a last resort, that's when a child can be beaten, it shouldn't be the order of the day". The Programme Officer said, instead of sending children to Rehabilitation Centers, children should be counseled.

#### **Child line Zimbabwe**

The Coordinator of Child Line Zimbabwe insisted that it is a crime for the teacher to cane or punish the child as this was in line with the UNICEF requirements, as a donor organization and funding partner as well as the United Nations Convention on the Rights of the Child. She said that their duty was to conscientize school children about their rights whether at home or at school as well as reporting any forms of abuse and violence on their HOTLINE or to the police. The Coordinator insisted that child disciplinary issues should be left, largely to their parents not any other individual. She stressed that only boys should be beaten as it has been proved biologically that beating girls has enormous side effects like birth control problems. She concluded by stating that what

ever their policies or ways of doing things are, they are highly influenced by Unicef as their donor and funding partner.

#### **Thuthuka (Progress)**

This is a Christian based organization offering mainly counseling services to the abandoned children, children in the streets or children living in the streets. The Projects Officer emphasized that, their duty is to rehabilitate street children, counsel them and make efforts to re-unite them with their families. She also pointed out that those children with nowhere to go; they look after them in foster homes. When asked about the use of corporal punishment in their foster homes and schools, the Projects Officer declared that, “unruly children must be beaten”. However this view appeared a bit contrary to the majority of the child welfare organizations. When further asked about why her views were a bit different from the others, she insisted that they practically deal with children everyday so they know what the real child does and also that they follow biblical teachings that emphasize on sparring the rod and spoiling the child.

#### **Ministry of Education Officials**

The high ranked government official, after being asked about the enforcement of corporal punishment in schools, stressed that when disciplining school children, school Heads should strictly adhere to the provisions of Statutory Instrument No. 362 of 1998, Education (Disciplinary Powers) Regulations 1998. When asked whether they have monitoring instruments in the schools, the government official said that, they trust the school heads as senior members of the ministry but when asked about his own opinion both as a professional administrator as well as a parent, the official retorted that, “school children need to be beaten, not for being dull but for truancy, as they end up disturbing those that want to learn.” Other four junior officials stressed that the Statutory Instrument No. 362 of 1998 governs their way of dealing with school children unless there are some amendments.

#### **Urban Parents**

The parents were sampled from the employed ones in a variety of companies in the city. Some

of them are company administrators, lawyers, factory workers, bank employees, construction workers, tourism and hospitality, nurses, the police and the informal sector. The majority of these parents (60%) are of the view that children must be taught their rights, know them and be able to protect themselves from abusive teachers as well as reporting cases of abuse to the police or child protection organizations. They agreed that all forms of indiscipline by their children are bad but they said children should be counseled. About 40% of them emphasized that teachers act as parents when they are looking after their children at schools regardless of whatever happens there, they have full trust in teachers and their children were passing. These are some of the parents who believe that, corporal punishment is part of the African culture of child-rearing practices (Zindi, 1995).

#### **Teachers**

Out of 50 interviewed teachers, 41 (82%) argued that their roles as school teachers were largely misunderstood by the parents. They emphasized that some parents want to interfere with their work while teachers are not worried about how parents conduct themselves at work. These teachers stressed that there appear to be a lot of suspicious behavior from many parents. They argued that, while it is important for school children to know their rights and that they should not be beaten at school, they are also being incapacitated by the bullies, noise makers who disrupt lessons, those who bunk lessons and don't do their home work as they will be abusing them as teachers, knowing fully that nothing will be done to them. They pointed out that, it is the teachers who are now being abused more by the school children yet they are supposed to give them guidance. The remaining 9 (18%) teachers, while they agreed that school children must be disciplined and they don't condone bad behavior by students, they pointed out that some of their peers over did it and they were to blame. They cited cases in which some teachers, in attempts to discipline children, ordered them to fight each other, stand outside looking directly into the scorching sun or even scrub the toilets using bare hands. They also cited cases when some teachers go for beer drinking during free periods and then come back to teach or other cases in which some

teachers sexually abuse school girls, who happen to be the same girls that the boy students would be after. By so doing, these teachers would be competing with the boys hence there will be some conflicts.

### **School Heads**

About 70% of the School Heads interviewed, stressed that it is them only who have been empowered by the Ministry of Education to discipline school children and as such they have the mandate or are licensed to discipline children. They also pointed out that they don't just administer corporal punishment on their own accord but they follow laid down regulations as they are governed by the provisions of Statutory Instrument No.362 of 1998, Education (Disciplinary Powers) Regulations, 1998. They blamed some teachers of wanting to act like headmasters or trying to take the law into their own hands. They said that most teachers, because of several forms of their inadequacies, want to be feared as a form of hiding behind their failures. The remaining 30% blamed their fellow headmasters for fuelling indiscipline in schools by being selfish. They said that by boasting to school children saying that they are the only ones licensed to beat children and no one else, in certain terms they are saying, "teachers are powerless, don't listen to them except me, and they won't do anything to you". By so doing, they pointed out that some teachers will take a relaxed attitude thereby leaving the headmasters to do everything. Even when some teachers would want to discipline the students, some of the children would run to report to the headmaster thereby causing conflicts between the headmaster and the teachers.

### **Document Analysis**

Hoepful (1997) defines document analysis as involving exploring or analyzing documents on a particular subject or topic in order to establish certain recurring themes. Such documents include official records, letters, newspaper accounts, circulars, diaries, reports and others. In making use of document analysis, the researcher obtained newspaper articles from media houses and the Statutory Instrument No. 362 Education (Disciplinary Powers) Regulations, 1998 from the Ministry of

Education. The researcher then carried out a Document Analysis to these selected articles.

### **Newspaper Articles**

**The Newsday: Jan 23, 2011**

#### **"Corporal Punishment in Schools inexcusable"**

The writer, Ropafadzo Mapimhidze, laments the increase in child abuse cases involving corporal punishment in a number of Zimbabwean schools. She said, "Children are beaten with sticks, whips, rulers, boards and many other objects from Pre School to high school." A deeper analysis to this statement reveals that, despite the presence of a legal document on the enforcement of corporal punishment in schools, it is being practiced unabated from early child hood education to high school. A list of the objects by the writer as tools for use in disciplining school children shows us that it is being done indiscriminately and at will. The writer goes on to cite further cases:

"In Mwenezi district, a headmaster assaulted a schoolboy because he was found out of bounds and the child is in hospital with serious brain damage."

"In another incident, a Chinhoyi High School student died after he was allegedly struck with a Cricket bat by the school's Sports director, while the care taker held him."

"A school child described recently how his teacher would make him stand in the blazing sun for four hours because he had made noise in class."

"The United Nations Committee on the Rights of the child found that, "corporal punishment and other cruel or degrading forms of punishment are forms of violence and states must take all appropriate legislative, administrative, social and educational measures to eliminate them."

A critical analysis of these statements revealed that in an attempt to convince people of the wide spread and indiscriminate forms of corporal punishment in schools, the writer had to sample alleged cases from different provinces in the country. Without considering her ideological stand point (a fierce human right

activist), the writer carefully sampled cases of abuse in their large numbers but forgot to tell us the exact dates and years in which these abuses took place. She has even acknowledged the International Convention of the Rights of the Child although she erroneously referred to the, 'Convention' as a 'Committee'.

**The Financial Gazette: 15 January 2010**

**“Fresh Head ache for parents as schools re-open”**

“Recent reports indicate that violence at schools that is spiraling out of control – murder of students, sexual harassment, corporal punishment and bullying, which in some instances, has resulted in pupils/students being hospitalized.”

The writer outlined a list of worries that appear to be troubling parents as schools re-open; they are terrifying and paint a grim picture of the Zimbabwean school environment. Normally Zimbabwean parents are worried about school fees as schools re-open but this time, fees is not one of their worries, it has been relegated to the peripheries by issues of violence and abuse. Violence has reared its ugly head in such a way that lives have since been lost, not at the battle front but in school premises.

“In a Parliamentary debate of October 23 2009, Movement for Democratic Change (MDC-T) Masvingo Urban Member of Parliament, Tongai Matutu, who is also a practicing lawyer, told the House of Assembly that, as a remedy, legislators should enact a law to prohibit corporal punishment in schools.”

In the same vein, the issue of corporal punishment appears to have cut across the cross section of the society, with law makers making their voices heard in this on going debate. Members of Parliament as legislators, wish to come up with child friendly laws that will make schools a better place to send children to.

Statutory Instrument No. 362 of 1998, Education (Disciplinary Powers) Regulations, 1998

**Corporal Punishment**

Corporal punishment has become one of the most contentious issues from a legal point of view and from a human rights perspective.

Where it becomes necessary to apply corporal punishment, heads of schools are instructed strictly to follow laid-down procedures and use it only as the very last resort.

Corporal punishment may only be inflicted in cases of insubordination, indecency or other offences of like gravity.

In terms of Statutory Instrument 362 of 1998, no girl shall be subjected to corporal punishment.

Where corporal punishment has to be resorted to, the following guidelines have to be followed:

- It shall only be applied by the Head of the school
- The head can delegate the senior teacher to carry out corporal punishment but in the presence of the Head.
- Corporal punishment at all schools shall be inflicted on buttocks with a suitable strap, cane or smooth light switch.

**Register**

A register of all cases of corporal punishment inflicted shall be kept in the school's log book and it should show:

- Name of pupil to whom corporal punishment has been administered;
- Date and nature of offence;
- Date and nature of punishment inflicted;
- Name of the Officer who administered corporal punishment;
- Name and signatures of witnesses;
- Number of strokes given

A Document analysis of this Statutory Instrument reveals the following: It appears there is a hidden agreement that corporal punishment should not be completely outlawed. This is shown by the use of the modal verb 'may', which suggests elements of doubts as well as many probabilities. This leaves a lot of discretion to the administrators of corporal punishment on the likelihood of going ahead with the punishment or not as well as the intensity of pain that may be inflicted. The legal concept of 'reasonable chastisement' allows both physical and mental violence towards school children (John, 1996).



Empowering the Head only with the latitude of administering corporal punishment may lead to abuse of the statutory instrument if the Head is an overzealous one. If the Head brags of having the full authority alone to discipline students, teachers may feel powerless and down-looked upon. If the students are aware that teachers cannot do anything to them, they can in turn abuse the teachers and become difficult to teach. The head has also been given a choice in terms of whether he/she likes to use a strap, cane or smooth light switch. For this reason the Head would use the one he/she likes best. The Statutory Instrument says corporal punishment shall be inflicted on the 'buttocks' but we always heard of students being admitted to hospitals with broken arms, fractured jaws and severely bruised backs.

That corporal punishment should be subjected to boys only without giving reasons why the girls must not be whipped may be viewed with suspicions or as a form of special treatment to girls. By not being subjected to corporal punishment some girls may become wild and uncontrollable. The issue of Evelyn Girls High School in Bulawayo (Zimbabwe) is a case in point as reported in the Chronicle of the September edition that; Seven (7) girls were found guilty of several acts misconduct, ranging from bullying other young girls, making them scrub the toilets with their bare hands as well as forcing other young girls to deep their heads into urinary chambers.

The routine involved when disciplining a child/student is quite tiresome, especially if we are to consider the issue of the registers. During our visit to the schools, we asked the Heads to show us the disciplinary register but they could not find one. Only a few Heads had some recorded cases dating some years back and we asked them whether this meant students were not being beaten. They could hardly explain this.

### **Conclusion**

After engaging all the stakeholders mentioned in this write up, the researchers can conclude that; despite the presence of the Statutory Instrument No. 362 of 1998, Education (Disciplinary Powers) Regulations, 1998, corporal punishment is still being carried out in

many schools. The same teachers who know more about this statutory instrument are the ones who are committing these violent activities, as such we cannot say its ignorance but maybe some form of protest. The newspaper articles that were analyzed have evidence of reported cases of corporal punishment that went out of hand, meaning to say that, teachers are not following gazetted procedures; and one can again ask, 'why?' The children support groups such as Justice for Children Trust and Child line Zimbabwe do not agree with the use of corporal punishment but said, "Only in extreme cases". One surprising thing about these Child Support Groups is that, they don't have their own written position on corporal punishment but rely mostly on UNICEF's requirements as well as the Ministry of Education's Statutory Instrument. Thuthuka (Progress) firmly agrees on the use of corporal punishment in schools as what is written in the bible. They are a Christian Child Support Center. About 60% of urban working parents disagreed with the use of corporal punishment in schools but urged schools to teach children about their human rights, while about 40% stressed that they have no problems with children being beaten at schools. A Member of Parliament also pointed out that corporal punishment should be outlawed in schools. The senior Ministry of education Official disagreed with the use of corporal punishment, that is when putting a professional jacket but as a parent he emphasized that children need to be punished. About 70% of headmasters interviewed were happy because it was them who were empowered to discipline children not teachers while 30% percent blamed their peers as being overzealous. In this view corporal punishment is okay to the headmasters if they are the ones administering it and to them it's not bad. Teachers interviewed felt betrayed or disempowered by the headmasters as they announce it publicly that teachers wont do anything to them. Although the interviewed students hated corporal punishment they blamed some of their fellow students for being disruptive and rude.

### **Recommendations**

From this study the researchers recommend the following:

i) The Ministry of Education should design monitoring mechanisms in schools so as to see if the Heads are conforming to the Statutory Instrument. By assuming that Heads are doing their job correctly as stated in the document on Corporal Punishment, they may be shocked to discover that the last disciplinary cases were recorded in 2007 and we are now in 2012.

ii) Children should be taught their rights by the same teachers who beat them to see if they walk the talk and also because they are trained to teach not human rights activists who have never been teachers and who can sew divisions between teachers and students. This is because these activists would want school children to see teachers as monsters not human beings.

iii) Parents, school teachers and children should work strongly on eradicating suspicious behavior and attitudes amongst them so that they have a shared vision.

iv) Some child protection organizations lack originality by having a foreign outlook and mentality without trying to be locally minded or to be real Africans.

v) A stakeholders' conference should be held in Zimbabwe by concerned Zimbabweans in order to map the way forward on the issue of corporal punishment. Stakeholders should not fail to agree because all of them, whether in erring or in perfection, they want to mould a better child.

vi) Education authorities should consider employing Clinical Psychologists who study the emotional state of would be discipliners before they decide to use corporal punishment.

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